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THE NEWS LETTER

OF THE COLLEGE ENGLISH ASSOCIATION

VOL. VIII, No. 1 | UNIVERSITY OF MARYLAND—COLLEGE PARK, MD. | JANUARY, 1946

REPORT OF CEA MEETING IN CHICAGO

The College English Association met for luncheon in Chicago on December 29, 1945, at the Picadilly Tea Room. Three directors were present, Professor Creek, Professor Brown, and Professor Pitcher, together with the Assistant Editor, Professor Eaker (ryhmes with Baker). Vice President Helen C. White regretfully had to attend another meeting. In her absence, the Executive Secretary presided.

The members present, about fifty, unanimously approved two resolutions. The first was the suggestion of Professor Reynolds that half the royalties from Freedom Speaks be contributed to the Red Cross for books for hospitalized veterans. The original announcement had been that a proportion of any proceeds from the volume, sponsored by the Association, should go to some worthy purpose connected with the war effort. Professor Reynolds' suggestion had been approved by the directors prior to the meeting, and the proportion had been suggested by one of the directors. If the Executive Secretary hears no objections from the members, he will instruct the Treasurer to send a check for the proper amount to the Red Cross, with an explanatory letter.

(See CHICAGO, page 6)

CEA APPOINTMENT BUREAU

The CEA appointment Bureau opened at the Stevens Hotel in Chicago, December 26, 1945, at nine a.m., and the first registrants appeared within an hour. Thereafter the Bureau continued to do modest business, making its expenses. Because of the speed with which it had been organized, and the lack of publicity, many were unaware of the Bureau, but by the third day of its operation it was attracting a steady and increasing patronage. All comment about it was favorable, and its desirability was general acknowledged.

The Bureau is now open for the benefit of CEA members. The registration fee has been set experimentally at $3.00 a year; if that is insufficient to meet expenses, it will have to be raised, for the Bureau must be self-supporting. But there will be no other

(See BUREAU, page 2)

ROOSEVELT COLLEGE OF CHICAGO

Formally dedicated by Mrs. Franklin D. Roosevelt on November 16, 1945, Roosevelt College of Chicago had already begun its first academic year on September 24 with a student body of nearly 1400 and an instructional staff of ninety. The new school, which grants the bachelor's degree in arts, science, music, and commerce, expects to have at least fifty graduates in 1946.

A downtown college, housed in its own 11-story building at 231 South Wells Street in Chicago's "Loop," Roosevelt has students of numerous races and creeds, from widely varying age-groups, and from all walks of life. Many are wholly or partially self-supporting, and this economic fact is reflected in the seriousness of purpose and relative maturity of judgment shown by those who come to Roosevelt for their college courses. The great majority of enrollees are high school graduates, but any applicant who demonstrates—by examination—that he can do college-grade work is admitted and may, in time, become a "regular" student.

By its charter, Roosevelt College is committed to providing "educational opportunities for persons of both sexes and of various races on equal terms," and to maintaining "a teaching faculty which is both free and responsible in the discovery and dissemination of truth." The democratic spirit suggested in this statement is carried out in the organization and administration of the school. Of its seventeen-man Board of Trustees—the ultimate controlling body—five are members of the faculty, elected by the faculty. The president and the deans are subject to periodic votes of confidence from the faculty; department chairmen are elected by the members of their respective departments; and an elected executive committee of the faculty passes judgment on recommended promotions and initial appointments.

The English program at Roosevelt, as now set up, is fairly conservative, though the members of the department are quite ready to modify course requirements and teaching techniques, as the needs arise. All entering freshmen are required to enroll in the introductory composition course, but students of high ability may be exempted and transferred to a second-semester course in expository writing. Likewise, students of low ability and those who have had inadequate training are placed in a non-credit remedial course.

After two semesters of (primarily) composition work, students enroll in an "Introduction to Literature" (types) course, which is prerequisite to all advanced literature courses offered by the department. For those who need it, a third semester of composition is prescribed, and all English majors take a course in advanced writing as part of their senior college sequence. A one-semester course in speech is also required for the A. B. and B. S. C. degrees.

An inter-departmental sequence in American Culture—with courses in history, literature, philosophy, economics, political science, and sociology—is already available to students at Roosevelt, and faculty committees are now planning other programs that cut across departmental lines. The requirements in general education, also under close scrutiny, will probably be somewhat altered within the next year or two.

Members of CEA are cordially invited to visit Roosevelt and see for themselves what is being done at one of the youngest of American colleges.

Kendall B. Taft,
Roosevelt College.

THE KEYSTONE OF A LIBERAL EDUCATION

I have belonged to the CEA from its inception, and only reluctantly am I moved to disagree openly with the first editorial of the new editor. I am sure that he is, however, highminded enough to permit, if not to encourage, a difference of opinion on a rather vital point. It is this. I cannot subscribe to the idea that English should be held up as the principal subject ("the bulwark" or "the keystone") of a liberal education, and I do not believe that such a position is defensible. ("Sabotage! Sabotage!")

I assume that we mean college education. I assume that by English is meant what is commonly taught in English departments:

(See KEYSTONE, page 4)

COMPOSITION AND GENERAL EDUCATION

I find myself in dissent with the program of composition teaching recommended by the Harvard Committee on "General Education in a Free Society" and hope my views are those of other members of the College English Association. The first year college English which the Committee is talking about, at Harvard and at some other eastern and far western colleges, is practically acknowledged to be a necessary evil, "not primarily a course in subject matter," but one "calculated to develop a skill rather than to explore a field of learning." From this point of view the ends of acquiring mechanical competence in reading and writing English should certainly be delegated to tutors and the conference hour. However, I have never viewed first year English composition in this light. Perhaps it is because I have greater respect for the practice of composition than just as an adjunct to a course in science or history. Composition of itself can be "content," if the student can be taught to turn his mind's eye upon himself or his college or his world, great or small, and see them, think about them, praise or blame them in words of his own choosing, aware that he has at least one reader who will be critical and appreciative. The outlook of a young person matures in college, and the invitation, plus obligation, to express himself in both written and oral composition comes in first year English. This practice of communication is not something a student is well rid of in high school. Nor is it something an educational institution, however high, should look upon in the light of a mechanical aid, a tool, a mental state subordinate to some other content in the general view of education. In effective communication the process of logic is involved, plus imagination, drawing upon individual experience embracing ideas and feelings. The practice of composition trains both social and individual attitudes. I call it a paramount concern of general education, and I am genuinely distressed that so eminent a fact finding group as the Harvard Committee should fail to see the significance of the role which it can play and has played in many institutions.

(See COMPOSITION, page 5)

THE NEWS LETTER

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Membership in the College English Association, including THE NEWS LETTER, $2.00 a year. Subscription for Libraries, $1.50.

EDITORIAL

CEA is growing and must continue to grow. It has no quarrels, but it does have a position which will be clearly defined in the coming year. Members of the Association should resolve that whenever academic policy is being determined on local campuses, the Association's view be presented. But faculty committees often do not make the final decisions. As one member—well-qualified to speak—unburdens himself, "It seems to me—and I'm utterly serious—that the only thing really wrong with university education is the adminstrative part. College teachers seem on the whole to be surprisingly good—considering what they've been through. And I'll take the run-of-mine college student without protest. The trouble is, everyone with any imagination is either a student or a teacher....That is my Idea of a University in epitome."

But may not the college administrators be right in protecting the students from the faculty and the faculty from its better academic self? Another member writes:

"Our American attitude towards public education is a little puzzling, suggesting a sort of schizophrenia. . . . At present we are beginning to realize that the defects of our public education are partly due to the fact that we have not been willing to pay what it costs. But hardly anyone has as yet pointed out that they are also partly due to the fact that so many Americans really do not want to be educated.

"Only a few Americans really care very much about even being intelligent, though all would like to be thought so. As for being learned, what will that get you? To be either demands ambition, determination, effort, the rewards of which are problematical. A very large number of Americans want to be popular, and they have observed that to be that it is best to disguise both intelligence and learning, supposing one has them. **For them being educated does not mean at all what it does to us teachers.** (Editor's emphasis.) It means being trained to get along with people, get on in the world, get money, get popularity. With such a philosophy, hardly anything we could offer to teach in school would be really what they wanted, except reading, writing, and arithmetic. Literature, art, early history, music, ethics, most natural and social science, philosophy are all frills or just the sort of things you learn in school.' Certainly a great many Americans never bother with them after leaving school." R. M. Gay, "Ut Spem Habeamus," **The English Leaflet,** October, 1945.

Should we content ourselves with giving our public what it wants? What is our responsibility for telling them what they should want? If we assume this responsibility—and how can we presume to educate young people if we do not—we at once become interested in final decisions of academic policy.

May it not be that colleges generally need adminstrative and legislative machinery through which the varied interests and experiences of the academic community may make themselves heard naturally and democratically? A democratic college government would probably be no better and no worse than the democratic government of a political unit. But those who feel it would be an improvement over the prevailing system should watch the development of Roosevelt College with interest.

THE NEWS LETTER

All opinion reaching the editor favors changing the name of the NEWS LETTER in order to qualify the publication for second class mail privileges. Titles suggested: CEA FORUM, COLLEGE ENGLISH TEACHER, CEA NEWS, ENGLISH GAZETTE. Any more? Should we not have a new title that is both individual and distinctive?

TEACHER AVAILABLE

Woman, M.A. and further study. Composition and American Literature. Ten years teaching experience. Would like new location. A3

Mention CEA favorably to your colleagues. Contribute to the NEWS LETTER.

PERSONALS

Vice President Helen C. White writes, "I haven't anything to suggest for myself of any general interest, but I wondered if you knew that we had a very successful Writers' Institute here in Madison last summer for the eight weeks summer session, and we are planning to repeat it this year."

Harry R. Warfel has been appointed Acting Assistant Chief of the International Exchange of Students in Charge of the Organizational Liaison Branch!

Ivar Lou Myhr is taking a year off to work on Renaissance criticism. She is editing and translating Minturno's **De Poeta.**

E. K. Brown's article, "James and Conrad," appeared in the Winter, 1946, issue of the YALE REVIEW.

December NEWS LETTERS to the following members in good standing have been returned as incorrectly addressed: Roland C. Burton, Clark Emery, Donald H. MacMahon, T. S. R. Craig-Scott, Don M. Wolfe. Information please.

The editor invites members to send news of themselves or of other members for the Personals column—publications, promotions, changes of address, items of professional interest. It is hoped that members will also contribute general news of their departments and their institutions. A member writes that little poetry appears in the NEWS LETTER. Poetry and light verse will be welcomed.

In general, I'm for a study of literature in terms of something else than mere chronology with its sources and influences, and for a reduction in philological demands. If majors in literature would take one good minor (psychology, philosophy, statistics, or something else) and then read literature with that knowledge, it would be better than our pretence of being expert in all the arts, sciences, and -ologies that authors touch upon.

Or, more specifically, we ought to be concerned with good editions of classics and with good translations into and from English. I teach comparative literature in an elementary fashion here and the lack of good texts is a constant annoyance.

W. L. Werner,
Pennsylvania State College.

In this age of swift change, CEA could do much to awaken teachers of college English, who, so far as I have seen, resemble their colleagues in being very conservative and timid. Through such a publication (as the NEWS LETER), we may be able to get in touch with others who are gradually beginning to adopt new views.

Violet Hall,
University of Washington.

BUREAU

(Continued from page 1)

charge than the registration fe and the Bureau's service will b simply that of putting interest parties in touch wih one anohe At CEA meetings, the Bureau wi arrange for interviews (the Bures will be open at all CEA region meetings). At other times it wi use the mail to notify members vacancies or to supply names an qualifications of candidates to ad ministrative officers. To registe members should send the Execu tive Secretary $3.00, with a re quest for the necessary forms. I filling out the forms, membe should keep in mind that prospec tive employers will see them.

The Executive Secretary shortl will notify college presidents ove the country that the Bureau i in operation, and will reque them to use it. Members wh wish to use the Bureau are invite to register promptly. Administra tive officers who use the Bureau will be asked but not required t pay the fee, and to join the Asso ciation if they are eligible. It i to the members' benefit that thos who appoint be given every en couragemen tto use the Bureau particularly when it is becomin established.

At present there is a stron market for assistants and instruc tors but a short supply. However colleges wishing to strengthe their departments with well trained and experienced Assistan or Associate Professors will fin excellent opportunities. The CE Bureau invites inquiries abou well-qualified and experience teachers.

It is hoped that members wil publicize the Bureau actively, par ticularly with their departmen heads and deans.

Election of Officers

As of January 12, 1946, 1 ballots had been returned of th approximately 750 sent out wit the December NEWS LETTER Of the 196 returned, only two fai ed to approve the slate propose by the nominating committe While not conclusive, the result establish a definite trend, and a directors and officers are hereb warned of their election. Fina results will be announced in th February issue. Ballots receive after February 10 cannot b counted.

MEMBERSHIP

Membership in the College Eng lish Association is open to al teachers of undergraduate Eng lish and to those directly interest in the problems of teaching under graduate English.

Literature In General Education

THE HUMANITIES AND THE COMMON MAN, by Norman Foerster. University of North Carolina Press. 64 pp. $1.50.

When Irving Babbitt forty years ago was attacking the elective system at Harvard as an "inordinate exaltation of the individual sense as compared with the general or common sense of mankind," the tradition of liberal education was still so strong at the University that few took alarm with him. Through the years he kept repeating the charge, to his classes, in his writings. And now, at long last, comes the Harvard Report—late but impressive testimony to the perspicacity of a man who through all his life was too frequently slighted and ridiculed.

There have been many powerful influences at work since Babbitt's death in 1933, chief of them no doubt the slow-working lessons of experience. The followers of Erskine at Columbia and of Hutchins at Chicago have, of course, had their effective say. Babbitt's words continue to weigh heavily with hundreds of men who went from his classes to teach throughout the nation. And among those who remained at Harvard he has not been quite forgotten. Now, at Harvard as everywhere, men are agreed that upon general education, humanistic in quality, the future of civilization in the Atomic Age depends.

The Report makes no reference to Babbitt or to his humanist followers, but few will doubt the part they have played in shaping our thought. Most influential has, of course, been Norman Foerster who as author of **The American Scholar** (1929) and **The American State University** (1937) and as editor of **Literary Scholarship** (1941) and **The Humanities After the War** (1944) has carried on a good fight. This month sees the publication of **The Humanities and the Common Man**, a small volume which in the opinion of the reviewer presents Professor Foerster's most cogent writing to date on the educational problem. His thesis is that only through the study of the humanities can we arrive at a right and worthy concept of the common man. Beyond arguing that important proposition effectively, he undertakes to analyze the present position and future of the humanities in the common man's university, the state university.

The book is strong where the Harvard Report is weakest. The two should be read together. For whereas the Report, particularly when it deals with literature in general education, speaks out of inexperience with the kind of program it somewhat tentatively advocates, Professor Foerster speaks after more than a decade of experimentation in that field; he knows what in the contemporary context can cause success or failure. In particular he discusses the problem of staff and administration. Finding scholarly teachers who have genuine faith in the venture will be Harvard's difficulty, as it will be the great difficulty wherever reform of this kind is undertaken. The common man, Foerster points out, knows the value of general education; the scientist knows and has often spoken for it. But in the humanities there are all too few for the nation's great need who by training or understanding are ready.

The achievement of literary scholarship in recent decades, Hardin Craig has asserted, is painstaking avoidance of anachronistic thinking. What is needed far more at present is realization of the oneness of human experience in the contemporary world and through the ages. Most teachers of the humanities, Foerster argues, have been so generally indoctrinated in relativism that they no longer attach significance to similarity; they can neither imagine nor conceive sameness. How can they prove to their students the relevance of the past to the present (and vice versa) and how can they transcend the limits of their individual provincialisms and specialties? The answer is blunt: they will have to reeducate themselves to serve the aims of general education.

Foerster calls for common studies in the physical and biological sciences, in history, literature, art, and philosophy. The Harvard Report in spite of itself finds but two courses to require of all students! Those who have supposed Foerster and his ilk enemies of science will, in fact, find in these pages the case for general study of science stated with dispassionateness and with full recognition of its place in humanistic training. Foerster accepts the view of those who, like Roscoe Pound, deny to the social studies a place among "foundation subjects." "They will have to derive their methodology," he says, "from their own subject matter, rather than from the natural sciences. Since their subject matter is man, they may be expected to draw closer to the humanities."

The strength of the Harvard Report lies chiefly in its painstaking examination of the evidence regarding secondary and college education and in the cogency of its conclusions. It does not present adequately the theory of general education. This is done succinctly by Foerster in the opening sections of his book, in that strong and luminous style which has always characterized his best writing and which, by the way, Babbitt lacked. Foerster is everywhere good humored, everywhere forceful. His opinions are based on intuitive good sense and practical experience. He should have a wide audience.

S. M. Pitcher,
State University of Iowa.

GOOD TEACHING

I have one suggestion. It seems to me that the chapbook idea is a good one. I should like occasionally to read a class lecture or class discussion as handled by some well-know teacher. . . . The purpose should be, not to present orginal material, but to demonstrate effective teaching. An easy way to do it would be to have someone in class on a given day take down the proceedings in shorthand, then have the instructor edit them, making them more concise and omitting irrelevant material. Also, many teachers give public lectures which have achieved local celebrity and might be good material for a chapbook. This type of thing might go a long way to demonstrate good teaching by force of example, which I think is the best way to demonstrate it.

John E. Hankins,
University of Kansas.

The editor will welcome contributions of the sort described by Professor Hankins.

MEETINGS

Plans are being formulated for a CEA meeting in New England and for another in New York. A dinner meeting is being arranged for Sunday evening, December 29, 1946, in Washington, D. C., in connection with the meetings of the Modern Language Association. There will be no M.L.A. meetings on that day.

COPIES OF THE AUGUST, 1945, NEWS LETTER

Copies of the NEWS LETTER for August, 1945, have been exhausted. Several library subscribers failed to received a copy of that issue and consequently have incomplete files. Will any members who still have a copy of the NEWS LETTER for August, 1945, and who do not wish to keep it, be good enough to send it to the editor?

May I say that I feel the News Letter has more wisdom packed in its few pages than many ponderous periodicals I have seen dealing with that much mistreated subject of English.

Mildred E. Marcett,
New York University.

I'VE BEEN READING

Professor Eaker's proposal for a book column has been received with enthusiasm. The first column will appear in the February issue, with Professor Eaker as editor. He hopes that members will send him notes of books they have been reading which should interest English teachers—current books, of course, but any book, which, in President Van Doren's phrase, "will make an English teacher wiser and a better teacher."

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KEYSTONE

(Continued from page 1)

composition as a tool and literature as an art. Since few or none would contend that tool subjects are liberal, the burden must rest on literature as art.

Literature, of course, appeals to both mind and emotions. What better then than a subject that covers both, making for harmonious development of the whole man? But emotion and intellect are different and may be at odds with each other. Can an emotion judge a principle or can a principle judge an emotion? Obviously the mind must regulate the emotion, must supervise emotional development.

Where does the mind get its sovereignty over one's emotional life if not from its philosophical ability to stand detached, to compare, to study consequences, to examine the consistency of one's springs to action so as to work toward the oneness of objective truth? One of the aims of a person who wants to achieve a good education and make himself a responsibile member of society must be the elimination of inconsistencies in his thought (and action) and the achievement of positive rules of wisdom and conduct. Whatever we value Emerson and Whitman for, it is not for their expressed lack of interest regarding consistency.

If English accomplishes these objectives, what does philosophy do? **Mein Kampf** is literature, the vivid record of a strong personality. Judged by its own standards, it is hardly objectionable. The principles of judgment, however, come from the outside—from revealed religion and from the systematic works of natural reason (philosophy). It is true that reason uses both first-hand experience and the vicarious experience of literature as raw material from which to derive its inductions. Since the great body of literature, however, reflects most of the same variety and confusion found in the many lives of which it is the record, we can hardly expect that its study (without the aid of philosophy in the dominant role) will help us to arbitrate its own disputes and contradictions.

This is not to assert that there is no 'philosophy' to be found in literature. It is a question of purposes and means. One may learn some (indeed, much) science in studying engineering. But to advocate the study of literature as the best means of making us philosophical minded would be like asserting that the study of actual bridges, buildings, airplanes, automobiles, etc., is the best means of securing an education in pure science. Likewise one may derive a varied aggregation of unsystemized ideas from literature, but it is the work of philosophy to order and evaluate such ideas. And when the teacher of literature appeals to principles of criticism, he is, of course, invoking whatever he knows of philosophy that is to the point.

It is only after the honest role of philosophy is recognized and utilized that literature can realize its unique place as a supplement to experience, as a refinement and an intensification of it and of resultant values. Thus under the guidance of the disciplined, philosophical intellect the emotions may find their rightful emphasis in contributing to the harmonious development of all our faculties.

Does the attempt to make literature the center of a liberal education stem perhaps from a widespread belief that the objective truth sought by philosophy either does not exist or, if it does, cannot be ascertained with certainty? Even those who hold such a belief should not, in my opinion, give up the endeavor to approach certitude as closely as possible. For we are not absolved from the pursuit of perfection merely because it happens to be unattainable.

Louis Hasley,
University of Notre Dame.

GLEANED FROM THE MAIL . . .

I sometimes wonder whether we are developing a new type of mind, a horrible one to us old lovers of plainess and simplicity. This mind will have read nothing but the newspapers, heard nothing but radio broadcasts, seen nothing but motion pictures; it will believe anything the psychologists and sociologists tell it; it will have no curiosity about anything beyond the day before yesterday or the day after tomorrow; and it will think nothing of any consequence until it is real, solemn, and "practical." Its special mark of identification will be its faith in gadgets. Its idea of having a good time will be to move fast and faster and see nothing and nothinger. Its morals will consist in interfering with other people's lives but paying no attention to its own. Its religion will be to own a frigidaire, a television radio, a front-drive car, and an air-conditioned home. Its English will be like that of a public relations director. Robert Gay,
Simmons College (Emeritus).

MARTYR COMPLEX

Through all his life he hoped to sanctify
His soul by sacrifice, and he would dream
Of martyring himself in one supreme
Renunciation so the world stood by
Too stunned with his superb denial to try
To praise him. Constantly he cursed the scheme
Of things which made no plan for his extreme
Abasement,—raised no cross for him to die.

But when his son at Education's shrine
Burned all the father's bounty and required
Still more and more until no more was there,
The old man quietly famished and expired
And never saw the marvelous design
That patterned Heaven's answer to his prayer.

Paul Mowbray Wheeler
Winthrop College
Rock Hill, S. C.
August 18, 1945

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FOOLISH FIGURES

"Silas Marner was written by a) .... b) .... c) .... d) .... e) .... Check one."

Multiply such items by one hundred. Add the number of correct answers, compare the result with a "National Median." And what have you? Ostensibly you have an objective rating of Specimen A in literary achievement. You may, of course, prefer to measure Specimen A in the mechanics of language to discover whether he remembers the rules and terminology of grammar and punctuation, the spelling of a few words, and the approximate meaning of a few others. On the basis of tests such as these, sober men and women are content to draw conclusions not only about the ability of their students, but even about their own (or their colleagues') ability as teachers. On such evidence they profess to rate their institution in comparison with other institutions.

The main value of "objective" testing is said to lie in its impersonal and dispassionate results. It is well, however, to reflect that in areas of thinking and study where facts are less important than the management of the mind in using them, where, in other words, the person is more significant than the subject, impersonal evaluation is hardly a plausible criterion. And if by some strange mischance there should yet be contrived a device for so subtle and complex a computation, would any normally critical individual cede his prerogative of judgment to the machine?

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My indictment against all objective testing, and particularly such testing in the humanities, would fall under the following heads.

1) Objective tests cover only a small and relatively unimportant part of the total process of becoming educated.

2) Objective tests fail to focus the examiner's attention on the individual student. In preparing them, the teacher thinks of students in the mass; when he grades them, the individual student becomes a mere sum in addition. Such tests may be conducive to quick results; but their mechanical precision is precisely what invalidates them as a measure of intellectual power.

3) This sort of testing induces a false attitude to education and its function by failing to make the student himself produce the material relative to his subject. Instead, he assumes the role of checker and chooser. Of course, he finds it easier to guess or deduce the correct answer out of a number of choices than to formulate the possibilities from ihs own knowledge and then elicit his proper choice. Besides, in the very phrasing the examiner uses in the question, the student finds the thought ready organized for him. The capacity to initiate and organize ideas from clues and hints is so vital to all higher education that we cannot afford to discredit it.

4) Objective examining deprives the superior student of a proper chance to demonstrate his powers of analysis and interpretation. The best types of student are ground up in the gears.

5) Preparing objective tests is a laborious task for any teacher. Quite certainly it represents greater effort from the examiner than it requires from the student. And about that ratio of effort there is something not entirely wholesome.

6) Our eagerness to prove by precise demonstration that we are actually succeeding as teachers has betrayed the unwary into the crowning folly of arguing that only those things we can so test are worth teaching, or for that matter, can be taught.

Within small limits, the objective test may have values. But those values have little to do with education or the measurement of truly educational achievement. In their encroachment on higher education we have one more example of the scientific fallacy.

What shall it profit a student to go through his college discipline without learning that he must always be alert to the judgment of others? Do we not owe our students the experience of scrupulous and searching personal evaluation?

And have we in the last analysis any justification for trying to substitute for it the scoring machine and statistical analyst?

Harold C. Binkley,
Juniata College.

COMPOSITION

(Continued from page 1)

There is plenty of "content" in the individual student for his own "general education" if the first year composition teacher is trained to draw it out. But the well planned course in English composition does not resolve itself into cultivating only the plot of ideas and emotions nourished by individual students. There is always a book of well selected readings which introduce his mind to the level of expository, rescriptive, and narrative styles of the world's ablest writers. He thinks their thoughts, for awhile at least, and receives content from the minds of a variety of leaders in the modern world of art, science, education, and letters. True they are not in their particular offices or laboratories, lecturing according to a syllabus. Instead, what they have to say is presented in an "anthology," culled from the books, magazines, or other sources where the authorities have themselves practiced the art of composition. They are introduced to students, the scientists shall we say, by teachers who are amateurs in their lore, for no teacher, in English or any other field, could present each of the writers at his professional level. But they are presented I aver with competence. The student is challenged to make contact with the stimulating thoughts of the nineteenth and twentieth centuries, presented in both prose and poetry. The course in English composition, with its approach to student experience and its requirements in student reading both in class and outside of it, is the truest basis of humanistic culture in the college. It is the first course in the humanities where the study of mankind is truly man, not from any limited specialized science, but in the specific yet broad world of ideas.

The need for remedial work is recognized everywhere and is variously treated. For the last few years at the University of New Mexico, we have required all entering students who fall below the thirtieth precentile in the Placement Test to register for five hours, three of them for credit in Course 1a, English Composition, and two hours in English A for tutoring. The 1a course is taught in sections by staff members and the English A is tutored by graduate fellows, who use a workbook of English grammar. Such a plan gives remedial aid and it also teaches communication and written expression in English as an end in itself, drawing upon both the personal experience of the individual student and a fine book of readings for content. This is definitely not a course a student had or should have had in high school. It is a course a student will not get under the program recommended by the Harvard Committee.

T. M. Pearce,
University of New Mexico.

American Literature

Dear Editor:

Perhaps Sister Mary Angeline and others will be interested in the time devoted to American Literature in our English curriculum at Nazareth College of Rochester.

A three-hour survey, from John Smith's True Relation to the end of the nineteenth century is required of all English majors and minors. A few years ago we considered beginning the course at the eighteenth century, specifically with Jonathan Edwards, but decided there is a definite value for American students in beginning with the earliest colonists, albeit in limited selections. In addition, English majors are required to take and English minors are advised to elect a three-hour course in Short Story, approximately two hours of which are devoted to American writers, a three-hour course in Essay, one hour of which is de-

(See LITERATURE, page 6)

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CHICAGO

(Continued from page 1)

The second resolution was addressed to the Executive Secretary Emeritus:

TO BURGES JOHNSON:

The College English Association cannot let you relinquish your office of Executive Secretary without expressing to you its appreciation of your work, both as secretary and as editor.

To you more than to anyone else is due the survival of the Association during the war, and it was you who planned the News Letter and gave to it the policy and tone that made it a success. We are grateful to you for your unremitting efforts to extend the membership and to crystalize the philosophy of the organization, and we are well aware how freely you gave your time and effort and without remuneration.

As an all too slight acknowledgment of our debt to you we have unanimously elected you to honorary life membership, hoping that you will continue for a long time to give the Association the benefit of your knowledge and experience.

* * *

Professor Creek, Professor Eaker, and Professor Pitcher spoke briefly and informally. Professor Creek's remarks, which he has promised to expand for the NEWS LETTER, mentioned the reputation of English teachers in many quarters for being residents of ivy towers and generally dreamy-eyed. He stressed the importance of recruiting good teachers of English, and the increased difficulty of attracting the proper people now that teachers in other departments, paricularly the sciences, frequently command higher pay in the same grade and with the same training and experience.

Professor Eaker spoke of the importance of CEA for teachers of college English. It provides them a forum for discussion of administrative problems and problems of curriculum; and while avoiding pedagogery, it emphasizes the importance of teaching. Finally, Professor Eaker outlined briefly the new department of the NEWS LETTER which he will edit, the book column, probably to be called "I've Been Reading." (See announcement elsewhere in this issue.)

Professor Pitcher developed the point that departments of English have become essentially departments of General Literature. The editor hopes to have him present his remarks in an early issue.

LITERATURE

(Continued from page 5)

vited to American essayists, and a three-hour course in Contemporary Novel and Drama, half of which deals with Americans. We also have an elective course in Appreciation of Poetry (three hours) which includes many contemporary Americans. In addition we offer each year, but do not always have registrations for, a course in Principles and Practice in Research. This is intended for students who plan to go on to graduate work, and includes a paper which takes the form but does not, naturally, have the weight of a master's thesis. Because of the greater availability of material, we recommend that these papers be in the American field.

Though we have no course in American literature required of all students (except as readings from American writers are included in Freshman Reading and Composition where they comprise approximately fifty percent of the reading assignments) we find that students from the fields of concentration frequently elect the American literature survey and Contemporary Novel and Drama.

Sincerely yours,

Rosemary A. White
Nazareth College
Rochester, N. Y.

DEPARTMENT OF PRACTICAL HUMANITIES

The University of Caen and its library have been utterly destroyed. Can you help in the campaign by an American Committee to raise 100,000 dollars and 100,000 books? Draw checks to American Library Association (Caen Fund); mail to General Chairman, Prof. Horatio Smith, Columbia University. Questions concerning specific books are invited by the Committee.

AS OTHERS SEE US

Our experience would strongly support the conclusion that a command of the English language, both in speaking and writing, is a major requirement. The quantitative results of engineering or statistical studies provide essential facts for the day-to-day operation of the business and for determining whether or not more far-reaching projects are practical from the technical and cost standpoint. But even these results must be stated in language that is clear and precise if they are to carry the weight which they deserve. Even in the development and research phases of the business, consideration is given to the power of expression of the college men entering its work. Where major decisions of broad policy are involved, those who have studied the problem intensively must be able to state their premises and conclusions in language which is not only precise but also persuasive, with some sweep and movement which compels attention. Only on that basis is final executive decision sure to profit by their study. Such language, moreover, apparently is not the product of classes in Business English or technical writing but gains its power through a sense of meaning, a grip on style, and an imaginative feeling drawn from great literature.

D. S. Bridgman
American Telephone and Telegraph Co.

The paragraph above, excerpted from a talk given before the North Central Association of Colleges and Secondary Schools, April 4, 1940, came in answer to the editor's request for a statement of what a large corporation like A. T. & T. found desirable as training in English for the college graduates it employed.

TREASURER'S REPORT CONDENSED

Cash on hand January 1, 1945		$ 828.20
1945 Receipts		
Memberships	$779.00	
Advertising	728.00	
Miscellaneous	22.70	
Royalties on FREEDOM SPEAKS	391.87	
Total receipts	$1921,57	1921.57
		$2749.77
1945 Expenditures		
Publication	$ 813.30	
Secretarial Assistance	351.91	
Authors of FREEDOM SPEAKS for expenses	40.25	
Stationery and Postage	160.42	
Miscellaneous	29.15	
Total expenditures	$1395.03	$1395.03
Balance, cash on hand in Peninsula Bank and Trust Company, Williamsburg, Virginia, Dec. 21, 1945		$1354.74

(This report was prepared for presentation at the Chicago meeting, but did not reach the Executive Secretary in time.)

BOOK NOTE

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